

EDUCATION AT A GLANCE 2018

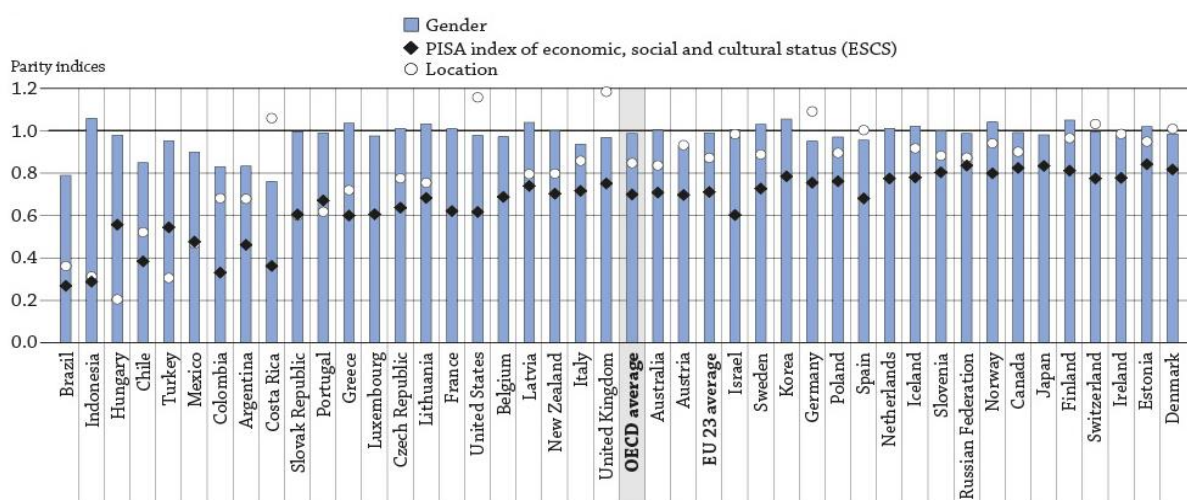
Education at a Glance: OECD Indicators is the authoritative source for information on the state of education around the world. It provides data on the structure, finances and performance of education systems in the 35 OECD countries and a number of partner countries.

Ireland

- The performance of 15-year-olds in mathematics in Ireland seems to be **less dependent than in other OECD countries on factors such as gender; urban/rural location; and economic, social and cultural status**.
- **Foreign-born individuals on average earn less than native-born ones** although the earnings gap decreases with levels of educational attainment.
- The **number of international students in Ireland was nearly 40% higher in 2016 than in 2013** but the number of national students enrolled abroad in other OECD and partner countries fell over the same period by 10%.
- **The share of repeaters in secondary education in Ireland is among the lowest across OECD countries**, which leads to very low shares of over-age students in lower secondary institutions and students over 20 in upper secondary education.
- **Expenditure on education is not keeping up with the increased number of students.**

Figure 1. Mathematics performance and gender, ESCS and location parity indices (2015)

Indicator 4.1.1 - Proportion of 15-year-olds achieving at least proficiency level 2 (PISA) in mathematics




How to read this figure

In Denmark, the proportion of girls achieving at least PISA level 2 in mathematics is almost equal to that of boys (a parity index of 1 indicates perfect parity). The proportion of children from the bottom quartile of the PISA ESCS index achieving at least PISA level 2 in mathematics is 20% lower than that of children from the top ESCS quartile.

Note: The gender parity index refers to the ratio of the female value over the male value. ESCS refers to the PISA index of economic, social and cultural status. The ESCS parity index refers to the ratio of the value for the bottom quartile over the value for the top quartile of the ESCS index. Location parity is measured using the PISA definition of rural and urban areas (see the *Definitions* section at the end of this chapter). The location parity index refers to the ratio of the value for rural areas over the value for urban areas.

Countries are ranked based on the average distance of each index to 1 (high to low).

Source: OECD (2018), Table 2. See *Source* section for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink  <https://doi.org/10.1787/888933801487>

Ireland's foreign-born population enjoys higher levels of educational attainment than the native-born population

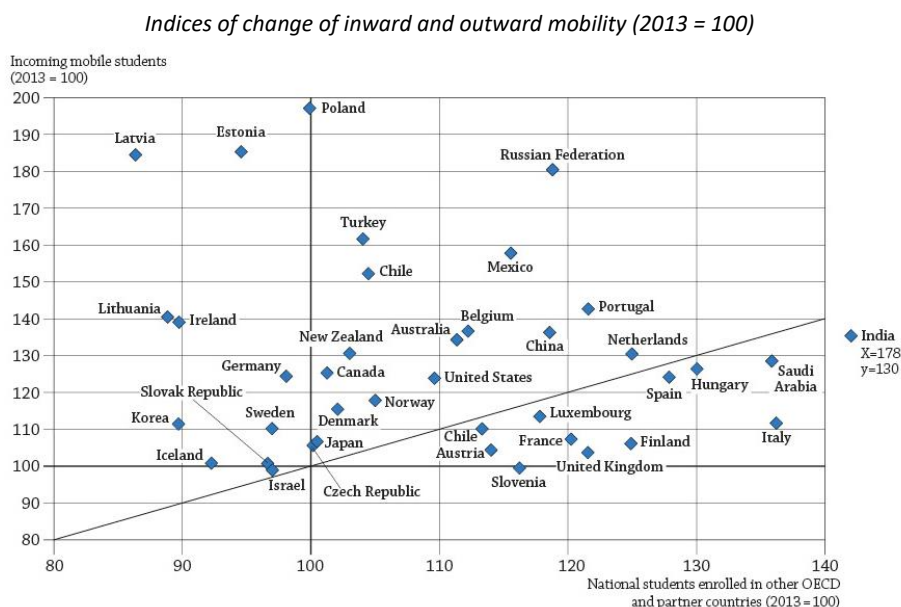
- Performance in mathematics among 15-year-olds in Ireland seems to be less dependent on factors such as gender; urban/rural location; and economic, social and cultural status than in other countries. As in other OECD countries on average, the proportion of 15-year-old girls achieving at least proficiency level 2 in mathematics in the Programme for International Student Assessment (PISA) is almost equal to that of boys (Figure 1; a parity index of 1 would indicate perfect parity). The proportion of children from the bottom quartile of the PISA index of economic, social and cultural status (ESCS) achieving at least proficiency level 2 in mathematics is 22% lower than that of children from the top ESCS quartile, compared to 30% lower on average across the OECD. Finally, the proportion of children from a rural location achieving at least the proficiency level 2 in mathematics is only 2% lower than that of children from an urban location (compared to 16% lower across the OECD).
- Levels of educational attainment often persist from one generation to the next, and this can also perpetuate inequalities. In Ireland, the educational attainment levels of 25-64 year-olds are very similar to the previous generation. Intergenerational mobility for those without upper secondary education is slightly lower than for OECD countries on average: in 2012, 40% of adults whose parents did not attain upper secondary education had also not completed this educational level, compared to the OECD average of 36%.
- Higher levels of educational attainment are associated with positive economic and social outcomes and in Ireland educational attainment is higher among foreign-born adults than among the native-born population. In 2017, 22% of adults aged 25-64 years old were foreign born and 55% of them had attained a tertiary qualification, compared to 43% of native-born adults. The share of tertiary-educated foreign-born adults was slightly higher (57%) among those who arrived in Ireland when they were at least 16 years old. On the other hand, the share of adults without upper secondary education is higher among the native-born population: 21%, compared to 9% of foreign-born adults.
- Foreign-born individuals on average earn less than native-born ones, although the earnings gap decreases with increasing educational attainment. In 2017, among those with tertiary education, foreign-born adults earned 7% less than native-born ones, while among those without a tertiary qualification, their earnings were 15% less than native-born adults' earnings.
- Employment prospects are slightly better for the native-born population and the gap is wider between native- and foreign-born adults with a tertiary qualification: their employment rate was 80% in 2017 compared to 87% for native-born (48% vs 51% among those without upper secondary education and 70% vs 72% among those with upper secondary or post-secondary non-tertiary education). A similar pattern is observed across OECD countries on average, where the employment rate for foreign-born tertiary-educated adults is 8 percentage points lower than for native-born ones.

Tertiary attainment is higher for women, but men enjoy better employment prospects

- Tertiary educational attainment in Ireland is much higher than the OECD average and reached 53% of young adults (25-34 year-olds) in 2017 compared to 44% across the OECD. Tertiary attainment rates are higher for women (58% in 2017) but in the last decade they have increased faster for men, from 38% in 2007 to 49% in 2017. By contrast, the share of young adults without tertiary education was still higher among men than women.
- In Ireland, employment rates are higher for tertiary-educated men than for women but this gap narrows among younger adults. In 2017, the employment rate in Ireland was 85% for tertiary-educated adults, the same as the OECD average, and it was 9 percentage points higher for men than for women (90% compared with 81%), the same gap as across OECD countries overall. However, in Ireland the gap narrows for younger age groups: in 2017 the employment rate gender gap was 10 percentage points or more for tertiary-educated 35-64 year-olds and only 5 percentage points for 25-34 year-olds (90% compared with 85%).

- Unlike many other OECD countries, Ireland has more women than men among new entrants into doctoral programmes: 52%, one of the highest rates across OECD countries. Ireland's tertiary educational institutions have more graduates in business, administration and law (25% among men and women combined). In Ireland, as in other OECD countries, the most popular field of study in tertiary education for women in 2016 was health and welfare (25% of female graduates), while men prefer science, technology, engineering and mathematics fields (37%).

Figure 2. Change in the outflow compared to the inflow of mobile students (2013-16)



Note: Excludes incoming mobile students in short-cycle tertiary education for Italy and Spain. The black diagonal line represents where the inward mobility change equals the outward mobility change.

Source: OECD (2018), Education at a Glance Database, <http://stats.oecd.org>. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

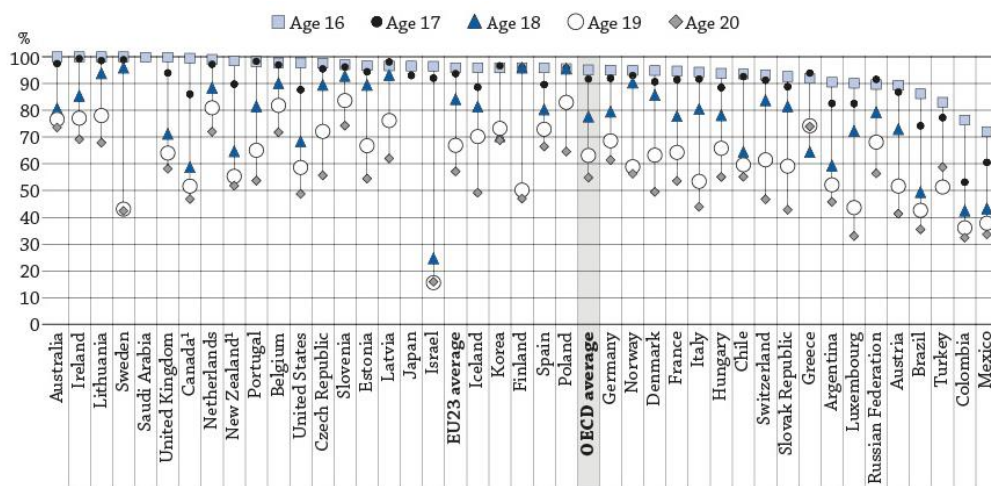
- Ireland is rather an attractive destination country for international students, especially at higher educational levels, while Irish students' interest in studying abroad seems to be decreasing. In 2016, international students made up 7% of tertiary students enrolled in bachelor's programmes (OECD average: 4%), 15% of those enrolled in master's programmes (OECD average: 12%) and 27% enrolled in doctorates (OECD average: 26%). The number of international students in Ireland has increased nearly 40% since 2013, reaching about 18 000 students; in contrast the number of students from Ireland enrolled in other OECD and partner countries fell over the same period, by 10% (Figure 2).

Enrolment is nearly universal until the age of 17 and starts declining from 18 at a slower rate than other OECD countries

- Ireland has full enrolment (90% and above) for the population from the age of 4 to 17. As in most OECD countries, enrolment rates start to fall among 18-year-olds: in 2016, the enrolment rate was 99% among 17-year-olds and 85% among 18-year-olds, which corresponds to the age of entry into tertiary education (Figure 3). However, the drop in enrolment between the ages of 16 and 19 or 20 is much lower in Ireland than in many other OECD countries: the enrolment rate is 77% for 19-year-olds and 69% for 20-year-olds compared with 63% and 55% on average across OECD countries.
- In Ireland, almost all the students in secondary education are enrolled in public institutions (99%). In 2016, there were virtually no repeaters in lower secondary education and only 1% in upper secondary education, compared to 2% and 4% across the OECD. This leads to the lowest share of over-age students in lower secondary education (0%) and only 4% of students are over 20 in upper secondary programmes.

Figure 3. Enrolment rate transition from age 16 to age 20 (2016)

Students in full-time and part-time programmes in both public and private institutions



1. Excludes post-secondary non-tertiary education.

Countries are ranked in descending order of enrolment rates at age 16.

Source: OECD (2018), Table B1.2. See Source section at the end of this indicator for more information and Annex 3 for notes (<http://dx.doi.org/10.1787/eag-2018-36-en>).

StatLink <https://doi.org/10.1787/888933803045>

Expenditure on education has not kept up with the rising number of students

- Expenditure per student in Ireland was similar to the average across OECD countries in 2015 and ranged from 85% of the OECD average in tertiary education to 102% in secondary education, except in early childhood education (72%)
- In 2015, expenditure per student in Ireland was much lower than it was 2010, having decreased by 22% in non-tertiary educational institutions and by 29% in tertiary ones, because of both a fall in expenditure and an increase in the number of students. Over this period, expenditure dropped by 15% in primary to post-secondary non-tertiary education and by 21% in tertiary education, while the number of students increased by 9% in non-tertiary education and by 13% in tertiary education.
- In 2015, 95% of expenditure on primary to post-secondary non-tertiary educational institutions came from public sources in Ireland and 90% of the expenditure on tertiary institutions. However, public expenditure accounted for only 74% of total expenditure on tertiary educational institutions, if it was measured after public transfers to the private sector (this 16 percentage-point difference is the the fourth highest at this level across OECD countries).
- Public expenditure as a share of total government expenditure is higher than the OECD average. This is especially the case in primary to post-secondary non-tertiary education, where it accounted for 9.8% of government spending in 2015 compared to the OECD average of 8%, while tertiary education accounted for 3.1% of government spending, compared to the OECD average of 3%.

Note regarding data from Ireland

Changes from 2014 to 2015 are largely driven by the substantial increase in GDP in 2015 (for more information see http://www.cso.ie/en/media/csoie/newsevents/documents/pr_GDPexplanatorynote.pdf). In 2016 Ireland produced a modified GNI that was recommended by the Economic Statistics Review Group and is designed to exclude globalisation effects that are disproportionately impacting the measurement size of the Irish Economy.

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Note regarding data from Israel


The statistical data for Israel are supplied by and are under the responsibility of the relevant Israeli authorities. The use of such data by the OECD is without prejudice to the status of the Golan Heights, East Jerusalem and Israeli settlements in the West Bank under the terms of international law.

Lithuania was not an OECD member at the time of preparation of Education at a Glance and is therefore not included in the zone aggregates mentioned in the publication. However this country note, produced at a later stage, includes updated figures for the OECD and EU averages including Lithuania and therefore may differ from the figures mentioned in Education at a Glance.

References

OECD (2018), *Education at a Glance 2018: OECD Indicators*, OECD Publishing, Paris, <http://dx.doi.org/10.1787/eag-2018-en>.

For more information on Education at a Glance 2018 and to access the full set of Indicators, visit www.oecd.org/education/education-at-a-glance-19991487.htm.

Updated data can be found on line at <http://dx.doi.org/10.1787/eag-data-en> and by following the **StatLinks**  under the tables and charts in the publication.

Explore, compare and visualise more data and analysis using:



<http://gpseducation.oecd.org/CountryProfile?primaryCountry=IRL&treshold=10&topic=EO>.

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Key Facts for Ireland in Education at a Glance 2018

| Source | Main topics in <i>Education at a Glance</i> | Ireland | | OECD average | | EU23 average | |
|---|--|-------------------|--------------|--------------|--------------|--------------|--------------|
| Equity | | | | | | | |
| Table A1.2 | Educational attainment of 25-34 year-olds by gender | 2017 | | | | | |
| | | % Men | % Women | % Men | % Women | % Men | % Women |
| | Below upper secondary | 10% | 6% | 17% | 14% | 16% | 12% |
| | Upper secondary or post-secondary non-tertiary | 41% | 36% | 46% | 37% | 48% | 39% |
| | Tertiary | 49% | 58% | 38% | 50% | 36% | 49% |
| Table A2.3 | Percentage of 15-29 year-olds NEETs by country of birth | 2017 | | | | | |
| | Native-born | 13% | | 13% | | 12% | |
| | Foreign-born | 14% | | 18% | | 19% | |
| Table A3.4 | Employment rates of native- and foreign-born 25-64 year-olds, by educational attainment | 2017 | | | | | |
| | | Native-born | Foreign-born | Native-born | Foreign-born | Native-born | Foreign-born |
| | Below upper secondary | 51% | 48% | 56% | 60% | 55% | 57% |
| | Upper secondary or post-secondary non-tertiary | 72% | 70% | 76% | 72% | 76% | 71% |
| | Tertiary | 87% | 80% | 87% | 79% | 87% | 78% |
| Table A4.3 | Earnings of 25-64 women relative to men, by educational attainment | 2016 | | | | | |
| | Below upper secondary | 92% | | 78% | | 79% | |
| | Upper secondary or post-secondary non-tertiary | 73% | | 78% | | 79% | |
| | Tertiary | 71% | | 74% | | 75% | |
| Table B1.3 | Share of girls among repeaters in secondary general programmes | 2016 | | | | | |
| | Lower secondary | 46% | | 39% | | 38% | |
| | Upper secondary | 47% | | 42% | | 42% | |
| Table B4.1 | Percentage of women and men entering doctoral programmes by field of study | 2016 | | | | | |
| | | % Men | % Women | % Men | % Women | % Men | % Women |
| | Natural sciences, mathematics and statistics | 23% | 21% | 22% | 20% | 20% | 19% |
| | Engineering, manufacturing and construction | 21% | 9% | 22% | 10% | 23% | 11% |
| | Health and welfare | 15% | 24% | 12% | 19% | 11% | 18% |
| Table B5.1 | First-time tertiary graduates | 2016 | | | | | |
| | Share of female first-time tertiary graduates | ** | | 57% | | 58% | |
| Table A7.1 | Participation of 25-64 year-olds in formal and/or non-formal education | 2012 ¹ | | | | | |
| | Participation of native-born adults and foreign-born adults who arrived in the country by the age of 25 | 51% | | 49% | | n.a. | |
| | Participation of foreign-born adults who arrived in the country at 26 or older | 52% | | 48% | | n.a. | |
| Early childhood education and care (ECEC) | | | | | | | |
| Table B2.1a | Enrolment rates in ECEC at age 3 | 2016 | | | | | |
| | ECEC services (ISCED 0) and other registered ECEC services | 49% | | 76% | | 82% | |
| Table B2.2 | Share of children enrolled in pre-primary education (ISCED 02), by type of institution | 2016 | | | | | |
| | Public institutions | 2% | | 68% | | 75% | |
| | Private institutions | 98% | | 32% | | 25% | |
| Table B2.3a | Expenditure on pre-primary level (ISCED 02) | 2015 | | | | | |
| | Annual expenditure per child in USD (converted to PPPs) | USD 6 106 | | USD 8 426 | | USD 8 163 | |
| Vocational education and training (VET) | | | | | | | |
| Table B1.3 | Percentage of upper secondary students enrolled in vocational education, by programme orientation | 2016 | | | | | |
| | All vocational programmes | ** | | 44% | | 47% | |
| | Combined school- and work-based programmes | ** | | 11% | | 11% | |
| Figure B3.1 | Share of women among upper secondary graduates, by programme orientation | 2016 | | | | | |
| | General programmes | 50% | | 54% | | 55% | |
| | Vocational programmes | 63% | | 46% | | 45% | |
| Table C1.1 | Total expenditure on upper secondary educational institutions per full-time equivalent student, by programme orientation | 2015 | | | | | |
| | General programmes | USD 10 259 | | USD 8 981 | | USD 9 235 | |
| | Vocational programmes | ** | | USD 10 831 | | USD 11 115 | |
| Tertiary education | | | | | | | |
| Table B6.1 | Share of international or foreign students, by education level ² | 2016 | | | | | |
| | Bachelor's or equivalent | 7% | | 4% | | 6% | |
| | Master's or equivalent | 15% | | 12% | | 13% | |
| | Doctoral or equivalent | 27% | | 26% | | 23% | |
| | All tertiary levels of education | 8% | | 6% | | 9% | |
| Table B5.1 | Share of first-time tertiary graduates by education level | 2016 | | | | | |
| | Short-cycle tertiary | ** | | 14% | | 10% | |
| | Bachelor's or equivalent | ** | | 75% | | 76% | |
| | Master's or equivalent | ** | | 10% | | 14% | |
| Table A3.1 | Employment rate of 25-64 year-olds, by educational attainment | 2017 | | | | | |
| | Short-cycle tertiary | 80% | | 81% | | 82% | |
| | Bachelor's or equivalent | 85% | | 84% | | 83% | |
| | Master's or equivalent | 89% | | 88% | | 88% | |
| | Doctoral or equivalent | 90% | | 92% | | 92% | |
| | All tertiary levels of education | 85% | | 85% | | 85% | |
| Table A4.1 | Relative earnings of full-time full-year 25-64 year-old workers, by educational attainment (upper secondary education = 100) | 2016 | | | | | |
| | Short-cycle tertiary | 129 | | 123 | | 125 | |
| | Bachelor's or equivalent | 167 | | 145 | | 137 | |
| | Master's, doctoral or equivalent | 208 | | 191 | | 175 | |
| | All tertiary levels of education | 168 | | 155 | | 152 | |

Ireland - Country Note - Education at a Glance 2018: OECD Indicators

| Source | Main topics in <i>Education at a Glance</i> | Ireland | OECD average | EU23 average | | | |
|--|--|-------------------|-------------------------------------|-------------------|-------------------------------------|-------------------|-------------------------------------|
| Financial resources invested in education | | | | | | | |
| Table C1.1 | Total expenditure on educational institutions per full-time equivalent student, by level of education (in equivalent USD, using PPPs) | 2015 | | | | | |
| | Primary | USD 8 288 | USD 8 539 | USD 8 512 | | | |
| | Secondary | USD 10 111 | USD 9 868 | USD 9 882 | | | |
| | Tertiary (excluding R&D activities) | USD 9 747 | USD 11 049 | USD 10 919 | | | |
| Total expenditure on primary to tertiary educational institutions | | 2015 | | | | | |
| Table C2.1 | As a percentage of GDP | 3.5% | 5.0% | 4.6% | | | |
| Figure C3.1 | Share of expenditure on tertiary educational institutions by source of funds ³ | 2015 | | | | | |
| | Public expenditure | 74% | 73% | 76% | | | |
| | Private expenditure | 7% | 21% | 19% | | | |
| | Public to private transfers | 19% | 6% | 4% | | | |
| Total public expenditure on primary to tertiary education | | 2015 | | | | | |
| Table C4.1 | As a percentage of total government expenditure | 12.8% | 11.1% | 9.6% | | | |
| Teachers, the learning environment and the organisation of schools | | | | | | | |
| Table D3.2a | Actual salaries of teachers and school heads in public institutions relative to earnings of full-time, full-year workers with tertiary education | 2016 | | | | | |
| | | Teachers | School heads | Teachers | School heads | Teachers | School heads |
| | | ** | ** | 0.82 | ** | 0.83 | 1.1 |
| | | ** | ** | 0.86 | 1.21 | 0.88 | 1.21 |
| | | ** | ** | 0.91 | 1.34 | 0.93 | 1.37 |
| | | ** | ** | 0.96 | 1.42 | 1 | 1.45 |
| Table D3.1a | Annual statutory salaries of teachers in public institutions, based on most prevalent qualifications, at different points in teachers' careers (in equivalent USD, using PPPs) | 2017 | | | | | |
| | | Starting salary | Salary after 15 years of experience | Starting salary | Salary after 15 years of experience | Starting salary | Salary after 15 years of experience |
| | | ** | ** | USD 30 229 | USD 40 436 | USD 29 096 | USD 39 371 |
| | | USD 33 962 | USD 59 459 | USD 31 919 | USD 44 281 | USD 31 206 | USD 43 486 |
| | | USD 33 962 | USD 60 053 | USD 33 126 | USD 46 007 | USD 32 495 | USD 45 472 |
| | | USD 33 962 | USD 60 053 | USD 34 534 | USD 47 869 | USD 33 205 | USD 47 615 |
| Table D4.1 | Organisation of teachers' working time in public institutions over the school year | 2017 | | | | | |
| | | Net teaching time | Total statutory working time | Net teaching time | Total statutory working time | Net teaching time | Total statutory working time |
| | | ** | ** | 1 029 hours | 1 628 hours | 1 068 hours | 1 569 hours |
| | | 910 hours | ** | 778 hours | 1 620 hours | 754 hours | 1 553 hours |
| | | 722 hours | ** | 701 hours | 1 642 hours | 665 hours | 1 585 hours |
| | | 722 hours | ** | 655 hours | 1 638 hours | 633 hours | 1 572 hours |
| Percentage of teachers who are 50 years old or over | | 2016 | | | | | |
| Table D5.1 | Primary to upper secondary | 22% | 35% | 38% | | | |
| Share of female teachers, in public and private institutions | | 2016 | | | | | |
| Table D5.2 | Primary | 86% | 83% | 86% | | | |
| | Lower secondary | ** | 69% | 71% | | | |
| | Upper secondary | 70% | 60% | 63% | | | |
| | Tertiary | 44% | 43% | 44% | | | |
| Average class size by level of education | | 2016 | | | | | |
| Table D2.1 | Primary | ** | 21 | 21 | | | |
| | Lower secondary | ** | 23 | 23 | | | |

The reference year is the year cited or the latest year for which data are available.

1. OECD average includes some countries with 2015 data.

2. For some countries, data on foreign students are provided instead of international students.

3. International expenditure is aggregated with public expenditure

** Please refer to the source table for details on these data.

Cut-off date for the data: 18 July 2018. Any updates on data can be found on line at <http://dx.doi.org/10.1787/eag-data-en>.



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